

*Publications Committee*

BULLETIN  
OF  
THE UNIVERSITY OF TEXAS

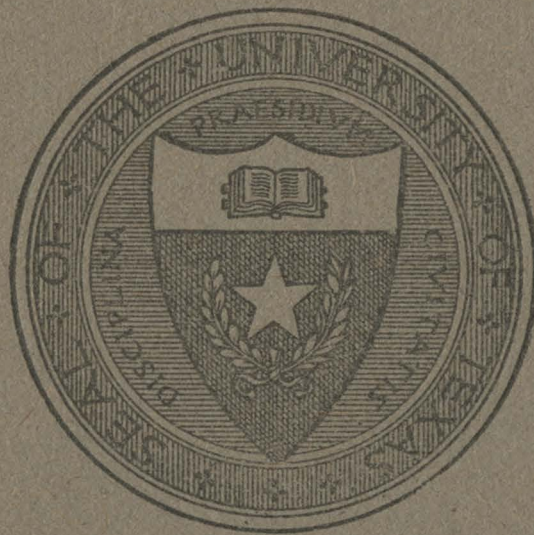
NO. 196

FOUR TIMES A MONTH

GENERAL SERIES 21

AUGUST 22, 1911

THE EXPERIENCES OF SELF-SUPPORTING STUDENTS  
IN THE UNIVERSITY OF TEXAS



PUBLISHED BY THE UNIVERSITY OF TEXAS

AUSTIN, TEXAS

Entered as second-class mail matter at the postoffice at Austin, Texas



# PUBLICATIONS

## OF THE

# UNIVERSITY OF TEXAS

**Board of Editors**—Killis Campbell, Editor-in-Chief; Eugene C. Barker, Manager; Robert A. Law N. L. Goodrich, F. W. Simonds, A. C. Scott, John A. Lomax, James J. Terrill, C. S. Potts, E. E. Rall.

The publications of the University of Texas are issued four times a month. They are arranged in the following series: RECORD, MINERAL SURVEY, GENERAL, HUMANISTIC, MEDICAL, SCIENTIFIC, REPRINT, UNIVERSITY EXTENSION, OFFICIAL, PRESS. For postal purposes they are numbered consecutively as Bulletins without regard to the arrangement in series. With the exception of the special numbers any Bulletin will be sent to citizens of Texas free on request. Communications from other institutions in reference to exchange of publications should be addressed to the University of Texas Library.

THE UNIVERSITY OF TEXAS RECORD has been issued from two to four times a year since December, 1898, and is now in its 10th volume. Its purpose is to preserve a record of the life and progress of the University, and for that reason it is of special interest to alumni, ex-students, and friends of the University. Upon request it will be regularly mailed, free, to any citizen of Texas. Address THE UNIVERSITY OF TEXAS RECORD, Austin, Texas.

The bulletins of the UNIVERSITY EXTENSION AND OFFICIAL series, consisting of Announcements of Courses, Catalogues, Regents' Reports, and administrative matter, will be mailed free to any one upon request.

The University still has for distribution copies of the following bulletins:

### GENERAL SERIES

4. *Courses of Study in Law Pursued in the University of Texas*, by J. C. Townes, 16 pp. March, 1904.
7. *The Consolidation of Rural Schools*, by Una Bedichek and G. T. Baskett, New edition, enlarged by A. C. Ellis. 85 p., illus. November, 1907. 25 cents.
11. *What Should be Done by Universities to Foster the Professional Education of Teachers?* by W. S. Sutton. 24 p. 1905. 15 cents.
16. *A Study in School Supervision*, by Carl Hartman. 180 p. 1907. 50 cents.
17. *Religious Activities at the University of Texas*. 53 p., illus. August, 1909.

### HUMANISTIC SERIES

5. *The Grotesque in the Poetry of Robert Browning*, by Lily B. Campbell. 41 p. April, 1907. 25 cents.
8. *The Beginnings of Texas*, by R. C. Clark. 94 p., map. December, 1907. 75 cents.

(Continued on inside back cover)



268-811-5m-6998.

**BULLETIN**  
**OF**  
**THE UNIVERSITY OF TEXAS**

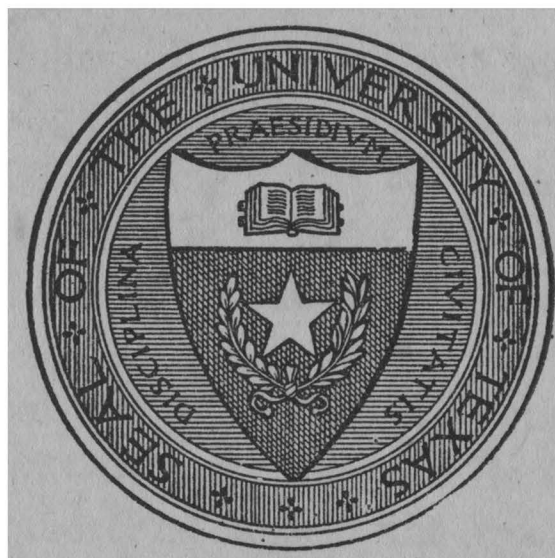
**NO. 196**

**FOUR TIMES A MONTH**

**GENERAL SERIES 21**

**AUGUST 22, 1911**

**THE EXPERIENCES OF SELF-SUPPORTING STUDENTS  
IN THE UNIVERSITY OF TEXAS**



**PUBLISHED BY THE UNIVERSITY OF TEXAS**

**AUSTIN, TEXAS**

**Entered as second class mail matter at the postoffice at Austin, Texas**



**Cultivated mind is the guardian  
genius of democracy. . . . It is  
the only dictator that freemen ac-  
knowledge and the only security that  
freemen desire.**

**President Mirabeau B. Lamar.**



# THE EXPERIENCES OF SELF-SUPPORTING STUDENTS IN THE UNIVERSITY OF TEXAS

## INTRODUCTION

Two out of every five students in the University of Texas support themselves either wholly or in part. During the past session over six hundred students kept themselves in the University by their own efforts. An overwhelming majority of the students in the University are poor. A few students are from wealthy homes, some are children of people in comfortable circumstances, but many are poor, and some are very poor. Numbers maintain themselves by arduous outside labor and heroic efforts.

The twenty self-told stories that follow are printed precisely as they were written by students who have met and solved by their own efforts the financial problem of securing a University education. They are submitted with no editorial excisions or additions. Indeed, none such are needful. The stories speak for themselves. In order, however, to understand the purport of this publication and to make clear the basis of the statements there is printed herewith a copy of the letter which was sent to each person whose statement is printed:

“The University of Texas is planning to issue a bulletin containing the experiences of students who have made or are making their way through the University by their own efforts. This bulletin is to be distributed for two purposes: first, to show wealthy men the good that can be done by establishing a loan fund for aiding worthy students; second, to encourage boys and girls who are struggling to obtain an education.

“I shall be grateful for the story of your University life, particularly the account of how you met its financial problems. I should like also some reference to the work you are now doing, and to the ways in which the University has proven helpful to you. The story can be so written that your identity need not be disclosed.”

As stated in the letter, two main purposes were in mind in issuing this bulletin. In the first place, it was thought that a detailed account from students who have themselves been suc-



cessful in obtaining a University training, despite a slender purse, would contain many practical hints of great value to other students similarly situated. The numerous suggestions contained in the letters bear out this conclusion. At the same time, the stories of personal sacrifices, of great difficulties, met with patience and courage, will surely inspire many a boy and girl in Texas, who lives perhaps in the back country, to believe that the door of hope is not shut for them, and that a University education is not merely a dream. In the second place, it is hoped that ultimately the stories will make an irresistible appeal to men of wealth to establish in the University of Texas a large loan fund, which, wisely administered, may make a University training possible to hundreds and hundreds of boys and girls. As the writer of one of the stories remarks: "I shall be pleased if, after reading my experience, some girl may take heart to follow out her ambition, or someone with money will seize the nearest opportunity to give such an ambition a fair chance, not as a matter of charity, but as a business investment with sure returns,—of money if you like, but most surely of gratification at having helped someone in a healthy, practical way."

Such large Universities of the north and east as Michigan, Wisconsin, Cornell, Yale, Harvard, and Princeton. all have loan funds to render assistance to all worthy cases of students who, through financial misfortune are unable to secure University training, and whose ambitions and mental and moral qualities fit them for the highest development. Even some of the much poorer Universities of the south have such funds. The Alumni of the University of Alabama have raised a fund of \$15,000 which is loaned to needy students. The University of North Carolina has more than \$30,000 devoted to the same purpose, and the University of Georgia has a fund of more than \$150,000, the gift of the late Senator Joseph E. Brown, the interest of which is devoted to loans to students. Each student is given five years from the close of the collegiate year in which the loan is made to pay back the money. The payments, both principal and interest, are added to the fund, and only the interest therefrom is used. In this way the fund is all the time growing.

A few months ago, when some mention was made in the public press of a student loan fund for the University of Texas, a



Dallas banker proposed to give \$1,000 to start such a fund for the colleges of Texas. In a private conversation he expressed his belief that he could get one thousand other Texans to join him in this generous offer. The interest on one million dollars could be wisely used by the University of Texas in aiding students of keen mental caliber to obtain a University training, who, perhaps, otherwise would go through life without it. Such students would be unwilling to accept gifts, but to many of them even a small loan would mean the realization of cherished dreams and hopes. Surely the establishment of such a loan fund must meet with generous favor from benevolent men of means who themselves have reached success through overcoming great difficulties.

The letters which are printed were not secured without difficulty, and in most cases a very natural reticence has caused the writer to omit many interesting details which might have been helpful. A similar reticence has caused others to decline to write stories about themselves into which, try as hard as they might to prevent it, the note of heroism would creep. The experiences, notwithstanding, are fairly typical of all those that might have been told. The presence of such men and women as have written these stories, as a writer of one of them remarked, has helped to keep the University of Texas "essentially democratic,"—an institution where "a man is taken on his merits and not on his blue blood or bullion."

## EXPERIENCES OF SELF-SUPPORTING STUDENTS

### A GENIUS OF LILLIPUTIAN FINANCE

I spent many years in planning and longing to go to the University, when in reality I could have accomplished my desire much sooner than I did, if I had only had the courage. As it was, I worked with inadequate preparation, was unhappy because I keenly felt my inefficiency and my lack of growth. So at last, in despair, I attended the University Summer School; while there I resolved to make one grand effort for, at least, one year at the University. After that one year, I was determined to stay another, and then with graduation in sight, at the end of the third year, I somehow managed to stay till the end.

How I did it? In the usual way, I suppose, by most careful managing, by borrowing money, by coaching, by denying myself all luxuries and some necessities. Unfortunately, I did not keep an exact account of my finances, and my statements will therefore not be of much value. After one year at the Woman's Building, two other girls and myself went in for light-house-keeping. We rented two rooms; one was unusually large and well-lighted. We dispensed with all half-way unnecessary furniture, in order not to seem crowded. With a large closet for a pantry, a dry-goods box covered with oil-cloth for a kitchen table, a screen for a dividing wall, and a little two burner oil stove, our kitchenette was quite complete. Our one table served alternately for study and dining table.

In arranging our work we soon found that there may sometimes be method in madness, but it certainly is madness to work without method. So we followed a plan which I shall describe, as it proved very successful in saving work and friction. I may add, I have since tried the plan in a household of seven and I can guarantee it as "ball-bearing." With the help of our schedule cards we settled what meals each one was to prepare during the week, and then we took turns in being housekeeper. The duties of this important office were the following: to buy and keep an account of all the provisions and plan all the menus. So, for



instance, if one of the others was housekeeper, and I, having a free period before lunch time, would come home and find in a certain place the menu carefully written out with such information and such suggestions as the housekeeper had thought necessary or helpful, I would find all the materials on hand and would have no other responsibility but to prepare and serve what had been ordered. If I found any supplies running low I reported to the housekeeper, who would look over materials and remnants and then plan the next meal. I regret now that we did not keep our menus, for they were well planned from a hygienic standpoint; we never allowed our meals to consist of crackers and pickles or the like. I think it would be a fine task for some teacher of domestic science to compile a cook-book for light-housekeeping which would combine a minimum of expense, of time, and of physical energy, with a maximum in the variety, wholesomeness, and palatableness of its dishes. If anyone should undertake this task, I would be glad to contribute my share of practically tested dishes, that are easily prepared, dainty, and yet nourishing.

One of our temporary family was a genius of lilliputian finances. We learned from her; and though I have no exact account of our *ménage*, I recall that our total living expenses, including rent, never exceeded \$13.00 per month, and was often less. I do not believe, however, that with the present increase in prices, expenses could be kept quite as low as that.

One thing I would advise every girl who is forced to borrow money, and that is to take out a life insurance policy, even if it is only sufficient to cover the debt. At least the thought that those who so unselfishly helped me with the money they had saved as painfully as ever I had done it, should not go unrepaid, whatever might happen to me, gave me much peace of mind; and that is a very necessary asset for successful work. And the greatest danger against which the girl must guard who undertakes to go through the University on a limited amount, is not the work, not the lack of freedom which such a life naturally entails, nor the actual privations but it is the worry and fear of that uncertain tomorrow. But there is no need of that; a little trust and a little faith do wonders.

**DURING FIVE UNIVERSITY YEARS SPENT ONE HUNDRED  
DOLLARS WHICH HE DID NOT EARN**

I entered the University in 1897 and remained in that institution practically five years. In the period of my attendance, I spent about \$100 which I did not earn. For four years I found an excellent home with a member of the faculty. I did work about his home for board and room; and, in all that time, I was regarded as a member of the family and treated with the greatest courtesy.

During my first year I did some odd jobs of collecting and soliciting advertising for expense money. The second year of my attendance, I did work in the "Co-op." The third year, I graded papers at a few cents apiece. The fourth and fifth years, I was student assistant.

Through all this time I was able to carry my courses with some satisfaction. I also found time to do some athletics and was able to enjoy the social life of the University. I belonged to a fraternity and took active part in a literary society, besides at one time editing the *Magazine* and serving on the *Cactus* board.

In my time, a student was not expected to spend much money in the enjoyment of social affairs. One did not hesitate to take a girl to a dance in the humble street car. Also, a small amount sufficed for dress. Around Commencement time many "long tails" were rented, but few were owned.

I am glad to say that the school was essentially democratic. A man was taken on his merits and not on his blue blood or bulion. Of course, there were many wants that I was unable to satisfy, many pleasures that I had to forego—and many sacrifices that I had to make.

Does the effort pay? Is the game worth the candle? I believe that any one who has tried it must answer in the affirmative. Even the hardships endured and the self-denial practiced has value as a training. One is better fitted for practical life if one has practice in practical life. The pleasure and profit derived from completing the course of study prescribed for a degree represent a stock of experiences and a development of power



that I have found not only useful but absolutely necessary in getting on in the world.

A phase of University life which the student ought to stress and one too often neglected by the student who is dependent upon his own resources is the social opportunity offered by the school. I do not mean social in the limited sense of dances, campus promenades, and hand-holding contests; but I mean mixing with your fellows, getting in sympathy with them and exchanging views with them, forming strong friendships and making congenial companions. Therein lies one of the greatest possibilities for growth. This social field, if the proper advantage is taken of it, is worth more to the student than a very great deal of book learning. I am not crying down books; I think the study of books and the study of man should be correlated. Learn to mix! The man who can not mix with his fellows is not likely to be worth much to his community. If the University trained man does not serve the community, the State has little justification for maintaining the institution.

I think my greatest single pleasure secured through university attendance is the thought that in every town of any size in this state is some congenial spirit whose ideals are akin to my own and that we developed these ideals together as students of the old U. of T.

## **ENTERED THE UNIVERSITY WITHOUT A DOLLAR**

I entered the University of Texas in September, 1897, without a dollar of my own, so far as I can remember. My father's ill health had made it impossible for me to expect help from him beyond my High School course, and although I had for some time had hopes of some day entering college, they were of the vaguest sort, when one day in the spring of 1897 President Winston, in a talk before our school, told of the opportunity to pay expenses at college while at college by various kinds of work. He closed his remarks by saying very emphatically that no one need stay away from the University of Texas because of lack of funds.

Taking him at his word, on the advice of my parents, I wrote to the President to inquire what he could do for me. The matter was turned over to J. A. Lomax, at that time Registrar, who finally wrote me of a place where I could pay for my room and board by taking charge of some horses and cows and doing odd chores for an elderly woman living on the outskirts of town. I had never milked a cow, but in the two or three days before I had to start for Austin I learned how.

To provide for my matriculation fee and library deposit and to buy the necessary books and other equipment, I borrowed forty dollars from an uncle. That is all the money I can remember having that year.

The following summer I remained in Austin in order to retain my position, though I did not earn any cash.

Upon returning after the Christmas vacation in my Sophomore year, I learned to my dismay that my place had been given to a nephew of my employer, but through Mr. Lomax I found similar employment at a better place. There I remained until the end of my Senior year. During my sophomore year I received from home about thirty dollars, enough for necessary expenses. The succeeding summer I earned no money, I think, but was at no expense.

During my Junior year, besides my regular employment, I did some tutoring, which brought in a little cash to meet my



actual needs. That summer I earned some money cutting weeds on the campus and later got a job in a planing mill.

My Senior year brought me more tutoring. I also acted as clerk in the Co-operative Bookstore. At the end of the year I was awarded a fellowship, so that I was able to give up the work that I had been doing for my room and board. This fellowship paid all my expenses during my year of postgraduate work.

During all this time of course I had to practice the strictest economy, but I had managed to be very comfortable without getting over a hundred dollars from outside sources. Besides, my outside duties, though they kept me from taking part in athletics, did not interfere with my studies, for when a chapter of Phi Beta Kappa was installed three years after I left the University, I was elected a member. As an undergraduate I sometimes regretted that lack of funds prevented my having much share in the social life of the students. Among other things, I felt unable to accept an invitation to join a fraternity until my postgraduate year. Yet I did have my friends, and I do not think I became a mere grind.

Since leaving the University of Texas, I have had three years of study at Harvard, obtaining the degree of Ph. D., and I now am Assistant Professor at one of the foremost universities in the east.

No doubt other boys with some special equipment for earning money could have had an easier time in college than I had, but I do not regret the rather severe training that I had in those days, and I shall ever feel grateful to my *Alma Mater* for opening up for me the way to an education. It is needless to add that I have proven for myself the truth of Dr. Winston's words.

### A HOME WITH A GOOD FAMILY

Two years ago I came to the University with very little money, and not knowing any one here. But I found a home with a good family, where, while attending the University, I could earn my board and a small amount of money. This method of working while pursuing my studies was not a new experience to me, because I had been doing this for four years, while in the High School.

My earnings for these six years have been about one hundred dollars a year. This amount, in addition to my board, has been sufficient to meet all of my expenses. I will give a table to show how I have used this income each year:

Matriculation fee and books .....	\$35.00
Clothing and incidentals .....	35.00
Laundry .....	20.00
Church purposes .....	10.00
	<hr/>
	\$100.00

Possibly the amount spent for clothing will present a problem to some minds. But I must say, that while this small amount of money has been all that I have had to spend on clothes, it does not cover the value of everything I have had, for I have always had generous friends who have presented me with gifts that have been most helpful. Without these gifts there have been times when I must have fallen into extreme need, and probably would have been compelled to have remained out of school.

As to the work I do to earn my wages, I have always done house work. I have no business education, and thus far there has been nothing else open to me. I spend on an average of six hours a day. This amount of work, with four courses, keeps me very busy, so I have no time to take part in the pleasures of college life, except those pleasures which come through my studies. Then, taking only four courses each year, I must attend the Summer School, so that I may get my degree in four years. After Summer School, I must work hard every day until



the opening of the fall term in order to have funds for matriculation fees, so I have no vacation.

You may ask, is the sacrifice worth while? Does it pay to do all of this hard work in order to have so few pleasures and so few of the good things of life? I can answer that the sacrifice is more than worth while. The gratification from knowing that I am really earning an education is worth more than the effort to get this education. And then I have the greater satisfaction of knowing that I am each day increasing my capacity for usefulness to humanity, and at the same time I see more and more of the need of humanity for educated men and women. The contact that I have had with the splendid men and women of this University has given me a greater desire for service, has broadened my sympathies, and has helped me to decide the kind of work that I may do the most successfully.

### WAITED ON THE TABLE AND RANG THE BELLS

When I graduated from the High School, in 1905, I had fully made up my mind to attend the State University, though I had no idea how it was to be done. Since I could receive no money from home, I wrote early in the summer to Mr. Williams, Registrar of the University, and to Mrs. Kirby, Dean of Women, asking if they knew of any work I might get. Both referred me to Mrs. Carothers, Director of the Woman's Building. After much correspondence with Mrs. Carothers in regard to work, I was put on the waiting list for dining-room service at the Woman's Building, though without any hope whatever that I would secure it.

I went ahead with my preparations without any assurance whatever that I would have work when I reached Austin. A friend wrote to me, late in the summer, that she'd be glad for me to stay with her until I found something to do. Just before I left Houston, I worked in a book store during the "school rush," and made enough money to pay my fare to Austin. I left for Austin the latter part of matriculation week, still uncertain whether I could stay or not. The day after I arrived in Austin, Mrs. Carothers telephoned me to come to see her, that one of the girls who was to have had dining-room service had been unable to come. I secured the work, and the next day began my new work. I served two tables, with ten girls at each table, bringing in all the food, replenishing the dishes and removing the dishes to a side table. In addition to serving the tables, I was given charge of ringing all bells—meals, rising, retiring, etc.—and also of closing the doors at meal time.

Mrs. Carothers and Miss Moore, the Business Manager, were both most kind and considerate to the four of us thus employed, and the girls, with but few exceptions, showed us every consideration. In fact, we gained a popularity all out of proportion to what we deserved. The work was tiring, and sometimes terribly monotonous, but most of the time I was sincerely grateful that I had such an opportunity of making my University course possible.

In return for my services I was given my room and board. My sister sent me five dollars a month, which I spent for washing, books, church, etc.

I carried on a full University course, took part in several of the University organizations—Y. W. C. A., Woman's Council, Athletic Association, etc.—held office in these societies, besides having a good time always.

I continued this work for three years, and then only because I wanted more time and energy to devote to my work as President of the Y. W. C. A., I applied for a scholarship and secured it. My one regret is that I did not complete my course by my own efforts. I really enjoyed the work, and gained an experience in it that has been most helpful.

I have been a Secretary of the Young Women's Christian Association for the last two years, and my three years' work, serving tables, was excellent preparation for my present work with the girls and young women.

I am more and more convinced that any girl or boy who really wants an education can get it, and get it without losing any of the essential benefits and pleasures of the college course.



## **EARNING CAPACITY INCREASED 400 PER CENT IN SIX YEARS**

Feeling that a statement from a student who has just finished at the University of Texas, with respect to expenses and benefits of schooling, will be of interest to students who are contemplating entering the University, upon request, I am giving a brief account of my three years' and two summers' stay in the University.

In the year 1904 I finished at a preparatory school which was affiliated with the University. The following year I taught school in a rural community at a salary of \$55 per month. I attended the Summer School at the University the following summer, 1905. The School Board and the people of the community where I taught, appreciating my effort in better preparing myself for the duties of the school, increased my salary to \$65. By the close of school I had paid back what I owed for my schooling in the preparatory school and had about \$100 to the good. On this a younger brother and I came to the Summer School at the University in 1906.

In the fall of 1906, my father went security, and I borrowed \$100 from a friend and entered the University. My brother had secured a school, and footed the rest of my bill for 1907, which amounted to \$175. In 1908 I taught as high school principal in a town of over 5,000 inhabitants at a salary of \$90 per month. My brother continued to go to summer schools, as I returned what I borrowed when I was in the University in 1907. In 1909 I accepted a position as instructor in a high school in a town of 15,000 inhabitants at a salary of \$1,000 per annum, and sent two brothers to the University.

The wheel of fortune turned in 1910, and my brothers sent me to the University during the years of 1910 and 1911. I have been elected to the superintendency of the city schools of a town of 3,000 or 4,000 inhabitants at a salary of \$1,500 per annum. Within six years my earning capacity has increased four hundred per cent, and the increase may be attributed largely to my training in the University. In proportion to the amount of University work taken, the increase in salary of my younger brother, who is also a teacher, has been greater. I feel more

grateful for other benefits derived from my University training than I do for the improvement in my salary.

A word with respect to expenses will likely be of great interest to the young man or young lady who promises himself a University education. As stated above, my expenses the first year I came to the University were about \$275, which may be accounted for as follows: Railroad fare, \$15; board and room rent, \$120; matriculation fee, \$50 (this is more than the average student pays, since I took Chemistry, which has a laboratory fee of \$11 or \$13); laundry, \$10; books, \$50, and clothing, \$30. My expenses the second and third years were somewhat greater, due partially to the increase in price of board and general expenses. However, my expenses the second year did not run over \$300, and the third year over \$325. During these two years I could have spent less, but did not feel the need of so close economy as was necessary during my first year in the University.

From these few statements it can be readily seen that attending the University is a paying proposition which an able-bodied, ambitious young man, or young woman, can not afford to overlook. Now and then a sacrifice has to be made, and pleasures that other young people are enjoying have to be foregone, but, in the end, one reflects with pleasure upon the sacrifices made and pleasures foregone.

## A GIRL FROM AWAY BACK IN THE COUNTRY

I am writing this piece of personal history, not because it contains any great amount of interest for people in general, but because it may be an inspiration for some young woman who may chance to read it—and she may be induced to step out and try a similar plan for herself. Therefore, prosaic though it be, it will be, nevertheless, a true story from first to last.

I was born and grew up like many another healthy youngster, with no marked precocity. Because there were no good schools near by, the children of the family were taken to a village in the county, and placed in what was then the best private school in that part of the State. I was then eight years of age, and this trip of sixteen miles in wagons across the snow one January day was my first glimpse of the outside world. I recall vividly now the impressions that came to me that first night and during the first days. There were in the family two older sisters and a brother, and four or five cousins and half-uncles. I had heard them discuss the wonders of this new world before we made the move. We had a play-house in the barn. It was in this barn that the marvelous stories were told, and plans were made for what we meant to do and to be when once we were there. I remember that I would dig my toes in the ground, standing ready to swing, but listening open-eyed, and then let myself go high in the air, dreaming of the great future. So, the village, quaint and quiet, except for the school, was to my youthful imagination a part of Paradise.

We lived in this village and attended this school for three years. My mother died the first year, and a married sister came to take charge of the household, which was co-operative in its nature, every member of the family having his share of the daily tasks. The school was a good one, not only for its time, but judged even now by modern standards. It knew little of the principles of pedagogy, and had meagre equipment in library and laboratory, but for a period of a quarter of a century, under the influence of its one principal, it had the power to transform the lives of hundreds of crude country boys and girls. What was taught was well taught, and the men and women who



went from the school are known today in places of great responsibility. But the facts learned were a small part of that school's work. Somehow, under the inspiration of that principal and the assistants whom he had the wisdom to employ, the school had a spirit akin to that of Rugby.

And so my story is more than half told. When once the mind is awake and the soul is stirred, there is something within that bids us neither stand nor sit, but go!

After this I had two years in school nearer my home. When I was fifteen I was offered a position as assistant in a school, and in my ignorance as to its responsibilities I accepted. I liked the experience, and decided that I had found my calling. The way opened for me to attend a normal, and in one year I was graduated—full fledged, with a permanent certificate. (I count this year as one of the best of my life, because of the influence of one teacher there, and for this I can pardon the absurdity of permanent certificate.)

The five years following this graduation I taught in the public schools—five busy and happy, but hungry and unsatisfied years. During these years I had the joy of waking up other boys and girls, and during these years at night I had my first opportunity to read good books.

And then the way opened for me to go to the University. I had saved what I thought was enough money to put me through, and though some people thought I “knew enough,” I dared to lay down my work and go. I have never regretted it for one day, in spite of the sacrifice, hardship and anxiety when funds began to fail. I had the foolish idea that I must get my degree before I stopped. And I did. Now, I should say go as long as you can with health and comfort—physical and mental—and then, if you can not make your way, teach and go again. You will be the better for the discipline, perhaps, and the University the richer for your maturity.

But, a teacher may ask, why set the University as my goal? “If I have a good position, and have managed by great privation to go through a normal school, am I not entitled to rest a while and let well enough alone?” Let me answer that no University claims to be the final goal. Take your respite, teach with all your might with the best light that you have. But go

up for some summer session. You will catch the spirit; you will soon see that you need the University, and if you have in you the right fire, your University needs you. Then if you are too timid to give up your position, ask your board for a leave of absence and go back as you can and take your degree.

But my heart turns to the girl away back in the country, to the girl who has felt her soul stir within her, but has curbed every hope because she thinks herself shut within walls that can not be broken down. Don't believe it. Keep the fire alive. Let the University know who you are and what you want, and if you cry loud enough and long enough—and mean it, some one will come to your rescue. Take my word for it.

### BOARD AND LODGING AT NINE DOLLARS A MONTH

I entered the University of Texas in 1900 and graduated in 1904. During the first year I greatly reduced my expenses by becoming a member of a boarding club. This organization consisted of seventeen boys who rented a house and hired a cook. The care of the rooms, service at the table, purchase of supplies, etc., was done by the boys themselves. We paid \$15.00 per month for a cook and \$35.00 per month for a house. All expenses for board and lodging amounted to about \$9.00 per month for each boy.

During the next two years, 1901-2 and 1902-3, I lived in a private home and did chores for my board and lodging. My work consisted of the care of a cow, two horses, a yard and a small garden. The family was very congenial, and the two years were spent very pleasantly. The most serious difficulty found with this plan was that the work was very irregular. My duties would be light for a time, then suddenly become very heavy, requiring on some days from four to six hours of my time. This tended to interfere with my studies.

During my senior year I worked in a dairy. I milked ten cows twice a day, beginning at 5 o'clock in the morning and at 5 o'clock in the afternoon. Each milking required about one hour and fifteen minutes of my time. All told, I did not lose more than three hours a day, including the dressing and bathing incident to the work. The work was outdoors. It came with absolute regularity, and was therefore very wholesome. I found this plan the most satisfactory of any that I tried during my University course.

If I had not used these opportunities for self-help I should probably have not completed the University course. To meet the other demands of the work I borrowed money at the rate of ten per cent per annum. I borrowed about \$600.00, but since I began early in my course it amounted to more than \$1000.00 before I could repay it.

I could have left the University with but slight debt if I had surrendered the social advantages offered by the University community. I cultivated the society and friendship of my col-



lege mates of both sexes. Excepting the demand upon my time there was no social disadvantage because of my work. The democracy of the University is of such a rugged and pronounced type that the fact that a boy is working his way through school operates for rather than against him in a social way.

### **WALKED TEN MILES A DAY "RAIN OR SHINE"**

Born, 1870, Southern Sweden. Parents of peasant class. Father had good ordinary education, considered liberal and progressive. Mother could read, but not write. Youngest of family of eight. Father suffered financial reverses and family came to America in 1882. Father and brothers worked in factories at days' labor. Being youngest, I went to school for nearly two years, during which I skipped through first, third, fourth, fifth and sixth grades. At this juncture quit school, 1884, got work in woolen mills at 50 cents per day. In my "adolescent ferment" I determined to become a missionary. Quit work in September, 1886, and got a job to "do chores" for my board and went back to public school. I was placed in ninth (highest sub-high school grade), but in January, 1887, a conference of principal and superintendent sent me to high school, where objections to my irregular entrance were reluctantly withdrawn upon the superintendent's insistence. The "chores" were plenty. The next year I got a job to "carry papers," earning about \$2.00 to \$2.50 per week, and I came home to live. The route gave me about ten miles' walk a day, rain or shine. Two feet of snow and twenty below zero were not unusual. (During that first winter I did my chores one morning with 35 below.) But this exercise kept me alive, for I studied at a fearful rate, doing almost double the work of the others, so that in June, 1889, I graduated, having finished in two and a half years a full four years' course, with a year of advanced algebra and two years of Greek extra. My average was  $97\frac{3}{4}$ . The next year I taught in a country school, six months, at \$40.00 per month. Then I was book agent a couple of months. All this time I had taught in Sunday school and had my missionary ambition to light the way. I was offered work in the Utah Mission of the M. E. Church. So I went West, taught a mission school one year and the public school in a Mormon community the next. By this time I was beginning to feel that I must go back to school. I decided on the University of Denver as the proper place, and entered in September, 1892. To make my way, I, with another young man, was janitor in the college

building. We received a room and \$25 a month between us. During two vacations I traveled in the school supply business. I had the janitor work three years, and borrowed the money for my Senior year, so that I might take college life a little easier. This I now regard as a serious mistake. It would have been better if I had worked this year also, so that I might have gone out into the world free of debt. This was in 1896, when times were very hard, and I failed to secure a place to teach. I did have an opportunity to go to a mining town to preach. It was a hard proposition, so I had to give it up in December, and I finally secured a little country school at \$45 per month. The next summer it was still more difficult to get a school, and I finally agreed to remain another year at this place. A family living four miles from the school house gave me my board for driving to school with the children. The salary was also augmented by private subscription. However, unpleasantness arose, and I determined to go to Texas, whither, in the meanwhile, my father and mother had moved. They needed me, being about seventy years of age and practically alone. I came to Texas in November, 1898, and taught in a little country school near our home four years. At the close of my third year I attended a summer normal at Port Lavaca, where I became acquainted with Dr. W. H. Bruce, the conductor of the normal. Mr. J. W. Smith, who had attended the University summer school two years, also taught here. I secured my permanent certificate by examination, though I could have gotten it on my college diploma. On the advice of Mr. Smith, I determined to go to the University of Texas for my master's degree. I worked my way through as fellow and later tutor in education. After staying at the University three years, I secured a fellowship in Teachers' College. During my second winter in New York I taught in the city public evening school the subject of English to foreigners, thereby making about \$300 at \$3.00 a night.



### COACHED AND DID OFFICE WORK

In 1906 the State of Texas, in consideration of three years' work done in one of her Normal Schools, granted me a license, in the form of a permanent certificate, to prey upon the innocents attending her public schools, as well as the right to demand fabulous sums of money from unsuspecting school boards. Unlike (?) other Normal graduates, I considered myself educated in the broadest sense of the term. Visions of the early recognition of my superior talents with all the substantial rewards accruing therefrom passed in panorama before my enthusiastic eyes. After due consideration of the field likely in need of my skilled services, I decided to accord the West that distinction.

My mother, it is true, desired me to come to the University of Texas as soon as I had finished at the Normal; but I could not bear the idea of seeing so many of Texas' young hopefuls grow up in ignorance for the lack of competent instruction. Besides, what need had I, a Normal graduate, to attend the University? What could the University teach *me*?

For three years the West had the opportunity to number me among her educators. During my first year out there I had a severe attack of the West Texas land fever. What a fortune I might make if I would only "get in on the ground floor" by investing my fabulous salary! To allay the fever and to get some peace from the annoyance of real-estate agents, I at last consented to invest in some town lots. Later on I bought a half section of school land from the state, which was said to have been "lived out;" and judging from the dead conditions of things in that part of the state ever since, I think that it has truly been "lived out" for good and all. During this first year I had succeeded in "getting in on the ground floor" sufficiently to take all the salary I could earn for the next two years to enable me to rise from my lowly position. At last, in June, 1909, I "came out of the West." I was now the owner of something over \$2000 worth of land, and the possessor of a \$200 bank account. And all this had taken place in just three years—just three years from the date of my triumphal exit from the Normal! Had I

taught the world any lesson in this period of time? Had the world taught me anything? .

In September, 1908, my brother entered the University of Texas. His descriptions of the glories of University life somehow appealed to me now. My mother still seconded all his attempts to get me to give up my "profession" and attend the University. Eventually they prevailed on me to enter school the following year. Therefore, in September, 1909, I, a Normal graduate and erstwhile "professor," entered the University as a lowly freshman. After paying my fees, I had \$135 with which to defray my expenses. By way of supplementing my funds I secured several office odd jobs, as well as other jobs here and there. By these means I was able to complete my freshman year, and had enough money including my library refund to pay my way home in June.

In September, 1910, I returned to the University. Having had some interest on land notes to pay off as well as other outside expenses, I had just enough to pay my matriculation fees. I was fortunate enough to get a place advertising for a large boarding house and attending to the business down town for the lady in charge of it. For this service I received my board free. By a mere chance I got a place in one of the University offices that paid me \$15 per month. During the year I coached freshmen, when not busy with my office work or studies. For awhile I taught in one of the preparatory schools of the city. By teaching and coaching I made something over \$100. From several other little jobs I made about \$25 more, thus making the total of my years' earnings \$230 besides my board.

For the coming year, 1911-12, I have a little better place in the same office in which I worked last year. I intend to coach again this year when I am not too busy with my school and office duties.

### THREE STORIES CONTAINING MUCH IN LITTLE

Entered the University of Texas a freshman 1905; graduated with B. A. in 1908.

First two years' expenses, met by my father, amounted to \$350.00 yearly, including Summer Schools.

Third year I borrowed \$100.00 from the bank, \$25.00 from the Sidney Lanier Society, and earned my board and room rent at the Woman's Building (\$144.00) by doing office work there.

Next year's expenses were fully met by the income derived from a Fellowship in the Department of Education (\$200.00) and work done in the Woman's Building (\$144.00) — dining room service and regulation of lights and bells.

During the past two years, since leaving the University, I have taught (as assistant history teacher) in the ——— High School, where I am planning to be again next school year.

\* \* \*

I began work in the University of Texas in 1899. I was then out a year teaching a country school to secure funds in order to re-enter. This I did in 1901. During the major part of that year I worked for my room and board with a private family, caring for a lawn, a horse and buggy, and other miscellaneous matters. During the third year of my work I waited on tables in Brackenridge Hall. During the last year I was a clerk in the bookstore. Altogether I was in debt about \$300 when I received my degree. This was paid by teaching two years after securing the degree, and enough was saved in addition to pay my expenses in a graduate institution for six months. By the end of this time I was assured of a fellowship in the institution for the succeeding year. The fellowship did not meet all expenses. The remaining funds were borrowed from a student's loan fund in the graduate institution. After two years and a half of graduate work, a position was secured as assistant editor of a financial weekly. Work was continued there until all debts were paid. This work was dropped because it was impairing my health, and, after a year's work in the examination of the finances of



one of the largest cities in the country, I became assistant professor in a state university.

\*            \*            \*

In six years of teaching in the public schools I saved enough money to cover the expenses of my entire University course. Economy and ambition were my greatest friends to progress, and I believe that the average girl can give herself University training if she has the will to work and economize. When I began teaching at sixteen my aim was to go to college, and I went.

### **A HELPFUL EXPERIENCE**

I am glad to furnish an account of my experiences as a student who had to make her own way through college, in the belief that it may help others to decide on such a course. As a result of an account of similar cases by President Winston in an address to our High School in 1898, three students registered in the following session of the University, making part or all of their expenses.

During my first year in the University, I was fortunate enough to secure a home with a family of two, where the services required were somewhat those of a companion during the absence of the husband, and where the time spent in housework was slight. This association resulted in a friendship which I have counted among the valuable results of my experiences. During the next year I taught, but did not save enough, because of the low salary, to carry me through another year.

When I returned for my Sophomore year, I undertook to get through with somewhat the same arrangement, but because of the extra time needed for laboratory work and unusual demands at home, I found it would be necessary to make a change. The Registrar, who was making it a part of his duty to look after such cases, made an offer of a loan which would carry me through the session. This was repaid next year from my salary as a teacher.

The third year was accomplished on a similar loan, helped out by an occasional day's work as a substitute in the city schools. In the summer I took the examinations and secured a position in the schools for the following year during which I finished my course by such University work as would give me a class on Saturday.

From my own experience and from that of friends, I would urge, (1) that girls should not undertake outside work, either home, school, or clerical, unless they are very strong or are willing to spend more than the usual four years in completing the course; (2) that unwillingness to borrow the necessary funds is an economic mistake, because the impulse to save in order to repay a loan is much greater than that to lay aside the same

amount, and the earning capacity is increased often as much as fifty per cent after each year's work; because the loan secures relief from worry and the feeling of uncertainty that is a strong factor in the accomplishment of mental work; and because there is a certain feeling of independence that is worth in character development, more than its cost.

All these reasons for using a loan will apply with equal force to the argument for securing funds for the whole course rather than for a year at a time.



### TAUGHT IN THE PUBLIC SCHOOLS

It is now several years since I first had a taste of University life. Prior to that time I had been engaged in teaching, and came hither to improve my standing by doing work in the Summer Schools. Before many weeks had passed, I had formed a definite desire of attending the University during the regular session. Yet I could only look to some period in the undetermined future for its fulfillment, as I had been receiving but \$45 a month for my services, and was to receive but \$50 the following year.

Maintaining myself away from home on that amount, paying board, railroad expenses, and contributing to other purposes incidentally did not promise much in the way of savings for a University education. I taught a couple of years more, when, my strength failing, I gave up my position. Still the summer's rest wrought such results that, obtaining a scholarship in the fall, I went to one of the State Normals to study. At the end of the session I was fortunate enough to be graduated with honors.

Then, my former position being offered me, I went back to teaching. Continuing my same work and being advanced in salary a slight amount each year, I attended the Summer Schools at intervals, where I gained much inspiration; and, be it said, did not accomplish my expiration, as some of my friends predicted.

After three years I secured a leave of absence from my work and came to the University for the regular session. This was the beginning of the realization of my ambition. At the end of the year, however, for consideration other than an advance in salary, I returned and taught for two years longer. Steadily, though by small amounts at different times, I had been raised from \$45 to \$85 per month. This made my coming to the University a possibility. It was a long, slow process, it is true; but I am at last about to win out. I should also state that through the influence of a very helpful instructor, I have also been aided by a student assistantship.

To ambitious students of the State I would say, "Determine to come, strive to that end, and your wish will be realized. The University is doing a great work in broadening and developing the lives of its students. There should be more to receive these benefits. Determine to be one of them."

### **TALKED AND PLANNED UNTIL HER DESIRE CAME TRUE**

I think that it will be of most benefit to students of slender means, who desire a college education, to outline briefly the practical and financial side of my University course.

In the first place, I made up my mind to come to the University, and then thought and talked and planned until my desire actually came true.

During the first year I spent \$225. This included my railroad fare from the extreme western part of the state, books, matriculation fees, and all incidentals. At the beginning of the spring term, my room-mate and I found that our allowance was not going to hold out, and so we left the dormitory, rented a room, and did light housekeeping at a total cost of \$9.00 each per month.

Circumstances did not permit my returning to the University the next fall, and I took charge of a small subscription school in Oklahoma, principally for the sake of the experience. At Christmas I wrote to one of my teachers at the University to know if there were anything that I could do to help make my way. On the ninth of January, she wired back that I could get a class in Latin one hour each week at twelve dollars per month. With this and forty dollars, which I borrowed, I managed by dint of a little coaching, to finish out that year and also the summer term. The next two years I stayed out of school and taught. During this time I repaid the money which I had borrowed, and saved over four hundred dollars.

In the meantime my eyes had grown so bad that I could not use them at all. I had almost given up hope of ever being able to finish my University course, when one day I heard the story of Prescott, the great blind historian, who secured his entire education by listening while his friends read aloud to him. From his inspiring example, I took new courage. I purchased a small typewriter, and learned to use it by the touch system. I soon made arrangements with girls who happened to be in the same classes to read aloud to me, and for two years and a half I carried on all of my work in this way. I shall certainly never regret the misfortune which taught me how many kind-hearted

people there really are in the world, especially in the college world. I not only had enough people to read to me, but always had more offers than I could accept. In addition to this, all of my teachers were extremely considerate in helping me to arrange my work and assisting me in every way possible.

At the beginning of my fourth year, it began to look as if I were going to have to give up again on account of financial difficulties. But in the darkest hour came an offer of help from one of Texas' great and good men—a man who has done more perhaps to further the cause of higher education than anyone else in Texas. From him I received a regular allowance each month as long as I remained in the University. This money is to be repaid, with all the interest that I can add, to some other girls who need help, thus starting an unending chain of helpfulness.

This year's work was so badly interrupted by bad health that I could not quite finish the courses for my degree, and in consequence, I shall not receive my diploma until this June.

I have already suggested several ways in which it is possible for a student to economize, but I should like to emphasize a few practical ways to cut down expenses. If you can't afford to pay board, rent a room with a friend, and do light housekeeping. It takes a little more time, but it will cut your expenses almost in half. You can get second-hand books, or combine with other students in the same house and buy your more expensive books together. There are innumerable ways in which you can economize, and lots of things you can find to do, if you will only keep your eyes open.

There is no reason why any girl or boy in the State of Texas should not have a college education, if he wants it badly enough, and possesses a definite and clear-cut ambition. From my very earliest childhood I have desired intensely to write, and I have tried to bend all of my reading and education toward this end. My work and associations in the University have been of absolutely inestimable worth to me in this connection, and, while I have as yet nothing to show for my ambition but rejected manuscripts, I am by no means daunted. And when success does come my first thought will be that it has reflected perhaps some small measure of honor upon my beloved *Alma mater*.



## **SUPPORTED HIMSELF THROUGH EIGHT YEARS OF UNIVERSITY LIFE**

I left a position as drug clerk in the summer of 1901 with about \$400.00 and went to Austin with the intention of attending the University as long as the money lasted. A portion of this was spent in preparation for the entrance examinations; and I don't think I experienced a prouder moment during my University course than when I heard that I had successfully passed the entrance requirements.

By the end of my sophomore year I had entered into the spirit of the University sufficiently to realize that I had only gotten a taste of a mighty good thing; and I also realized that my financial resources only amounted to a good determination. The succeeding fall I secured a position as drug clerk with the privilege of certain hours off in which to attend the University. Under this arrangement I completed the courses necessary to my academic degree, won a T in athletics, dabbled in politics to the extent of a Senior class presidency and editorship of the Senior edition of the *Texan*, and made good in my corridor course.

In 1909 I received the degree of Doctor of Medicine from the Medical Department of the University. Here I helped to pay expenses in the various capacities as drug clerk, collector, and stenographer. During the summer of my Junior and Senior year I had the good fortune of a position with the State Quarantine Service.

I am now practicing in Houston, and my wife, who is also a graduate of the University, and I are already planning for our little daughter to enter the University as soon as she is old enough.

All in all, I think I have a great deal to thank the University of Texas for, and I am always ready to do all in my power to make some return for the great service it has been to me.

### WON ALUMNI SCHOLARSHIP BY HOME STUDY

It was early one summer that I made up my mind to try to enter the University next fall. As I had only passed the eighth grade work when it was necessary for me to drop out of the public school, I had to take the entrance examinations. Before attempting the examinations, I had to do a hard summer's studying. There was algebra and grammar to review, rhetoric and plane geometry to study, and general history to finish. This work I did by my own unaided efforts, and it was no small task. Especially the plane geometry was hard to take up by myself and study. When the time for the fall examinations arrived I was in Austin, ready to take them, but at the same time dreading them, as every poor unfortunate does that has not had a high school diploma on which to enter. But I passed the three required subjects, history, English, and mathematics, and to my great surprise was awarded the Alumni Scholarship because I had made the highest general average of any of the contestants. This scholarship was of material financial aid, as it consisted of \$100.00. When I first planned to go to the University, I could be sure of attending only one year, as that was all my parents could promise me at that time. But the scholarship assured me of another year at the University.

During my Freshman year, I boarded at Mrs. Kirby's, where I waited on the tables. By this means my expenses were reduced to \$10 a month, as my work paid for my laundry and part of my board. This first year was the hardest of the four, for in spite of my hard summer's work, I found that I was not as well prepared for the University work as the average high school pupil. I had to work diligently to keep up with my class work, especially the mathematics. But I passed in all the work that year. My expenses for the year were about \$145, and the following estimate is about correct:

\$ 90.00 for board.  
10.00 for matriculation fee.  
10.00 for library and laboratory fees.  
15.00 for books and stationery and other school supplies.  
10.00 for railroad fares to and from Austin.  
5.00 for additional clothes.  
5.00 for the best shows and musical attractions.

---

\$145.00 total expense.

Securing the \$100 Alumni Scholarship practically assured my second year's expenses. . This year I secured one of the waiterships at the Woman's Building, which opened that year (1903). In this way I paid for my board, and by doing a little additional work also had my room rent remitted. This year my expenses were the heaviest, and ran about as follows:

\$ 10.00 for matriculation fee.  
15.00 for library and laboratory fees.  
15.00 for railroad fares.  
20.00 for shoes and other incidental expenses.  
20.00 for books and school supplies.  
30.00 for clothes.

---

\$110.00 total expense.

During my Junior year, I again was one of the waiters at the Woman's Building, thus paying for my board. During my spare time I did some sewing for other girls in the building. Two other girls and I rented a sewing machine and divided the expense. The machine we had just for the last two terms. During this time I cleared about \$45. The remainder of the money necessary for my year's course was supplied from home. The expenses ran about as follows:

\$ 10.00 for matriculation fee.  
20.00 for laboratory and library fees.  
15.00 for railroad fares.  
20.00 for books and school supplies.  
36.00 for room rent.  
20.00 for clothes.  
10.00 for shoes.

---

\$131.00 total expense.

During my Senior year, I again paid for my board at the Woman's Building by waiting on the tables. I took my own sewing machine with me to the Building, and earned \$140 during my spare time, by sewing for other girls. This year I held an honorary scholarship in Zoology. This was given because I was doing research work in Zoology. It amounted to \$100. As this was my Senior year, my expenses ran a little higher, amounting to about \$200. This left me a little surplus money at the close of the school. This is an estimate of my expenses:

- \$ 36.00 for room rent.
- 30.00 for books and school supplies.
- 20.00 for laboratory and library fees.
- 4.00 for tennis courts and tournament.
- 15.00 for Sidney Lanier dues (and \$10 Senior gift).
- 20.00 for Senior expenses, a cap and gown, pin, entertainments.
- 15.00 for railroad fares.
- 30.00 for clothes.
- 20.00 for shoes, etc.

---

\$190.00 total expense.

All through my University course I was economical, but did not deny myself pleasures except those that would have interfered with my work. Every year I saw about half a dozen of the best shows, such as Shakespeare's plays, heard Shumann-Heink, Thomas' Orchestra, etc. I made special efforts to find time for all the strictly University affairs, because I realized that football rallies, exhibitions, and the various strictly co-ed. entertainments were part of my University course; and such as these I would never again be able to take part in. I took an active part in basketball, and especially tennis.

The University has been helpful to me in many ways. There is, of course, the obvious and direct advantage of the actual knowledge gained. But that is by no means the only, or even the greatest help. The mental training counts for so much. This was brought to me very forcibly when I entered the Medical Department at Galveston, a year after the completion of my academic course. I had been trained to think along scientific



lines, had learned the general routine of college work, and had learned to concentrate my efforts so as to cover the greatest amount of work with the least possible expenditure of energy and time. This was of incalculable benefit to me in my two year's medical work. In the study of medicine at Galveston the work is such as to tax the powers of an ordinary student to the utmost, for much has to be learned in four years. When one is required to be at lectures or laboratory work eight hours every day, there is little time left for the very necessary recreation, relaxation, physical exercise, and *study*. There an ordinary high school graduate is at a decided disadvantage, and I consider it a great help that the entrance requirements of the Medical Department have been raised so as to require one year of academic work first.

The last, but really the greatest good derived from the University course, comes to the graduates all through the remainder of their lives. Every student has made many and highly congenial friends during those four years, and all through life they are met with again. Not only are the old friends a constant pleasure, but new acquaintances are so easily formed through the magic bonds that draw all alumni or ex-students of the dear *Alma Mater* together, no matter when or where they meet in after life. Thus, no matter what part of the State one goes to, there are always to be found some old 'Varsity students, and a common interest draws people together.

### **“RUSTLED BOARDERS” AND DELIVERED PAPERS**

I taught school several years and farmed before coming to the University. The first year I did not work any while here to help pay my expenses. The next year I began and have continued to do so ever since. I first waited on the table and rustled boarders for a Mrs. Bales on San Antonio Street. She closed down her boarding house and I secured a job collecting for the *Houston Chronicle*. In a few days they put me on as a carrier. I worked at this a good long while,—for about two and a third years. I met the train at five every morning. Sometimes it would not come in at that time, and therefore I took a book along and studied while waiting. The train was often an hour, sometimes two hours late. The exception was when it was on time. I had a small cart in which I put the papers and carried them to the *Chronicle* office for the packages there to be broken open for the other carriers. There were four routes in the city, from one hundred to one hundred and fifty subscribers on a route. We were paid \$3.50 per week, besides 10 per cent for collecting once a month. Part of the time he had a regular boy for the collections, but it was hard to keep one he could rely on, because, as a general rule, he had boys who were attending high school, or someone who was supporting a widowed mother or no-account father, and as a general rule the class was rather low and not to be very much depended upon. As a general rule, the newspaper man never had any University students as carriers either, because it was work that they knew to be rather hard, and if a fellow did not know how to save time and fly when it came to delivering papers, he would likely get through late for school. I always rode a wheel delivering the papers, though some carriers who live here in the city use a pony. I could not afford that, and went on my wheel, no matter if it did rain. They knew that when I started out the papers would go through, if my wheel broke down and I had to walk. That was the reason that I held my place so long where other University students had failed. As a usual rule they do not want University men, because they haven't a pony to use in case of bad weather. I made from \$16 to \$20 per month. I was paid \$2.50 a month

for bringing the papers from the depot to the *Chronicle* office, and a commission of two and a half cents for every paper that I sold on my rounds on Sunday, as I delivered papers on Sunday. I made no effort to increase this part of my business because I wanted to attend Sunday school on Sunday, and taught a Sunday school class.

But I usually made from 75 cents to \$1.50 on the evenings that I would collect, being paid, as I said before, 10 per cent commission. There was a great advantage I had in this kind of work, in that it gave me outdoor exercise. It usually took me about an hour and a half to deliver the papers on my route, barring accidents or rain, but I was an extra good bicycle rider and knew my route perfectly. But, you see, I put in more time than that, because I had to bring them up from the depot and wait for the train, which was so seldom on time.

That is practically all that I can think of that would be of value in describing my newspaper work. I had some expenses keeping up my bicycle, because the work was extremely hard on a bicycle, riding through mud, etc.

Then from October till January, 1908-9, I waited on the table at B. Hall, and at the same time took up laundry for the Driskill Laundry. But in January or February something went wrong, and I gave up my waiting job and went back to the carrier job which was again open. I still collected laundry, staying at the Hall all the while I was delivering papers again.

The year following I saw that I was going to be up against it for various reasons, though I had taught a summer school near Bay City; so when I came back the following fall I accepted a place drumming boarders for a Mrs. Wheatly, besides working again carrying papers. I made something in the paper business, and made my board rustling boarders. Of course I had room rent to pay, but I got along pretty well that year notwithstanding. That year I graduated from the Academic Department, and in the spring election was elected business manager of the *Magazine*. I think if prospects continue good that I will turn over a larger surplus to the Student's Association than any one ever has. During the year I have also waited on the table at the Hall.

I have had to work pretty hard on the outside while I have been in the University, but I do not think it has hurt me. I

came here with only seven and a half credits and in five years will have received two degrees, a B. A. and LL. B. Two of my law courses counted on my academic degree.

Other boys can do as well as I have done, because I did not have very good high school training as a foundation. I have had a good deal of church work, Y. M. C. A. work and other outside interests since I have been here, and I really think that it is best to be loaded down,—at least for me.



### FROM A FATHERLESS HOME

As a young girl I grew up with the idea of being a school teacher, just like my older sisters. With high school days came the desire for a University course as preparation for this life work, but because of the lack of funds in our fatherless home, a year in the State Normal seemed the only possibility. Through the years of teaching which followed, I might possibly have saved money for University study, but instead I satisfied a more immediate desire by spending my savings on summer trips to the eastern part of the country. Yet all the time there was the longing for the University study, which I felt was necessary if I was to be a high school teacher of the first rank. So after the death of our mother and the sale of our old home, with my small share—perhaps \$1000—came the realization of this as an opportunity for a University course. As I calculated that this amount would not possibly cover my expenses more than the next three years, I began my work toward my degree in the Summer School preceding my entrance in the fall. By attending this and the next Summer School, and by making two courses in the time between these and the fall opening following, I had to take only the necessary five and one or two-thirds during the three regular years for the total to give me my B. A. degree three years after entrance.

This plan gave me time for doing some outside work towards my expenses, though this had not occurred to me as a possibility before coming to the University. During the entire first year and the fall months of the second year, half of my room and board expense was met by helping in the office of the Woman's Building, where I boarded the three years of residence at the University. Through the fall of this second year I did some coaching also. But my class work, this double outside work and the other interests of the University life in which I shared were more than was best for me physically, so after Christmas of my second year I dropped both these efforts towards my expenses. With the spring months, however, I was offered some clerical work by a friend living near the campus, and as this was not so heavy as the other, I was glad for the funds it gave me.

During my third and senior year I held a scholarship in the University which paid within thirty dollars of my year's room and board.

I wish I could have access to my old expense account book to say just how much I earned and spent during these three years, but out of the \$1000 plus the scholarship of some \$160, and the little earnings I gained my University course and was enabled to meet outside debts amounting to at least \$200. Of course my family from time to time sent me gifts, but I had the responsibility of food and clothes and keep for the calendar years within that limit.

In many ways it was not easy, but the breadth and depth and vision of life that came to me through the cost seems yet full worth while. I do not regret for a moment my decision in face of the objection of my relatives and friends that with a wage-earning position and \$1000 as a nest-egg for an income of the future, even a University course was not worth the time and money. Yet instead of leaving my Alma Mater afraid of the future, I went right on the very next fall for another year in an out-of-State institution for study along the definite line of work that my University days had caused me to choose. This year of advance study was entirely received on a scholarship fund and loans from my good brother. So that after four years of study, on entering a salaried position again, I faced the fact that my financial obligations amounted to some six hundred dollars, most of which I have since refunded.

The opportunities for study in themselves were in these years a joy to me, but the biggest and best part of the whole was the vision and purpose for my life work as a leader among young women—that I may be the means of showing them that which I believe to be true of myself as has been so well stated of himself by Dr. Edward Steiner of Grinnell College: “The task is yet unfinished, the conflict is still on, and it is my business to invest my life in such a way as to make true the dream of the Son of Man.”

## **ADVANCEMENT AND GROWTH IN INCOME HAVE FOLLOWED LABOR AND SACRIFICE**

I entered the Engineering Department of the University as a freshman in the fall of 1892 at the age of seventeen years. I graduated with the degree of C. E. in the summer of 1900, eight years later, having spent four years of that interval as a student at the University. All of the expenses of my University education, with the exception of about \$130, were borne by myself.

During my first year I lived with a relative and did chores about the house in return for my board and lodging. My total expenditure in money during this year, including two months' preparation for entrance examinations, was about \$130, one hundred of which was borne by my father and the remainder by the relative above referred to. The most rigid economy was necessary, of course, to keep expenses down to so low a figure.

After the first year I was out of school four years, the chief reason therefor being lack of funds. These years (1893-1897), as will be recalled, covered a period of financial depression, especially 1893 and 1894. Being untrained in any trade or profession, I was obliged to be satisfied with whatever wages I could earn, and at times I was glad enough to make a living. A long spell of typhoid fever incapacitated me for work during a period of six months, and my finances suffered a corresponding set-back.

I matriculated at the University again in the fall of 1897. During the session of '97-'98 I earned my board and lodging by doing light chores and tending rooms occupied by boarders. My four years' savings, aggregating \$200, was sufficient to cover other expenses, close economy being practiced. The first part of this year was the most discouraging period experienced during my University life. My outside duties were distasteful, I had become unaccustomed to study, and I had reached the years when I felt that I should be earning an income instead of going to school. Moreover, I had become somewhat indifferent to higher education, not through discouragement, but by reason of continued contact with people who greatly underestimated its value. But a tenacious nature prevailed, and after a few months it became clearer that I was on the right track.

During the vacation following my sophomore year I tried very hard to earn something toward the expenses of another year; but it was a dull season and work of any kind difficult to find. Late in the summer I got a job, and in the three weeks remaining of vacation I earned a little more than enough to pay my fare to Austin.

I landed in Austin with \$3.20 in my pocket, all the money that I possessed, and without any plan whatever for meeting the expenses of further work in the University. But with a confidence resulting from the optimism of youth combined with the experience of previous years I fully expected to continue my University studies, and this I did. I visited the home where I had lived the year before, and the lady of the house kindly offered to let me work out my board until I could make permanent arrangements. I immediately wrote to a relative asking the loan of \$50 with interest. Although I was unable to offer security for the loan, a check came promptly, and I was in a position to matriculate and purchase the necessary books. I then joined a student club and remained a member during the year, the cost of living being less in the club than in a regular boarding house. During the year a small business in handling student supplies netted a profit of perhaps fifty dollars. The club paid me a small price for chopping the stove wood, and this brought in a few dollars, although the work was done principally for exercise.

Early in April of that year I left the University to accept a position on a survey party at \$35 per month and subsistence. I owed at that time bills aggregating about \$40, but these were paid by savings from my wages before the end of the session.

At the beginning of the succeeding fall term I gave up my work with the survey party and returned to the University to complete my course in civil engineering. Permission was granted by the heads of the various schools to take up senior work with the understanding that junior work omitted in the spring be made up during the year. The savings remaining from my summer's wages amounted to a little more than \$100. I lived at low-rate boarding houses this year, excepting for a month or two, when I worked out my board. My business in student supplies, continued from the preceding year on a larger scale, netted about \$100. I also earned something during the year (not a large



amount) by working a few hours each week in the office of an engineer in the city, the hours of work being arranged so as not to conflict with my lecture hours at the University. At the close of the session I had a few dollars left over. I graduated with the degree of Civil Engineer, and being fortunate enough to obtain at once a paying position, I was able within a couple of months to pay back with interest the fifty dollars borrowed two years before, and was then free to follow my chosen line of work clear of debt.

In regard to the benefit derived from my connection with the University, it is always difficult to picture "what might have been;" and also one is apt not to realize all of the advantages that have come to him as the result of higher education. In my own case I know that my University training was well worth the time, labor, and sacrifice that it cost; for it equipped me for entrance into a remunerative vocation, and through the knowledge and training acquired in the four years' course I was able successfully to compete in a civil service examination and obtain an appointment in the technical branch of the Federal service immediately upon graduation. Advancement and corresponding growth of income have followed, accompanied by the advantages of extensive travel. Furthermore, in my own case, which doubtless is typical of others, the years devoted to higher studies stimulated ambition and developed a self confidence; otherwise, these qualities probably would have been wanting to prompt and sustain an effort to make the best use of my natural powers. Not the least benefit derived from a few years spent as a student at the University is the social pleasure and practical assistance afforded by the mutual interest of ex-students, many of whom are now filling prominent and responsible positions.

During the last two years of my University work when tempted to quit, or when "practical" persons suggested that I was prolonging my school days late into life or that I "knew enough already," I strengthened my purpose and met those arguments by the answer that while out of the University I made little more than a poor living, whereas in it I not only made a better living, but was acquiring a valuable education as well. During my struggles with financial problems when at the University I always received from the officers and faculty of the University

practical assistance, and this without doubt will be the experience of any other student similarly situated.

That no young man or young woman of receptive mind who possesses the requisite physical and mental strength and has the necessary ambition and determination need be deprived of the advantages of a University education by reason of financial limitations, has been repeatedly demonstrated in the past, and I fully believe that the result in every case is worth the effort; but the unavoidable outside duties and the cramped finances narrow the horizon of self-supporting students, and I would offer to students the suggestion that they guard as much as possible against narrowness in the acquisition of their education and in their University life, and that they endeavor to correct in their subsequent life after graduation any such resulting defect.

The above statement may be too long to suit the purpose for which it is designed; if so, it may be condensed. I have been interested in going somewhat into details through a recent meeting of two contemporary alumni who paid their own way and are now filling high positions. We found both pleasure and amusement in recalling our struggles of other days.

### A WELL-INVESTED LOAN

The request comes that I tell of my life at the University of Texas, what prompted me to go, what the experience has meant to me, and how much it cost me in dollars.

An explanation of why I chose the State University carries me back several years before the day of my actual entrance. I was reared in a family of teachers, and my own teachers were kin-folks who fanned my ambition for learning. At ten years of age, too, I was set to tutoring late arrivals into my classes, earning thereby a part of my tuition, so that from childhood I looked upon the school room as my habitat. It was at this period that I learned how to study and decided upon teaching as my profession.

After being graduated, therefore, from this private college, I worked for a State certificate in a summer normal and started out to teach. My first school was in the country and lasted seven months, paying forty dollars per month. Such was my distress because not every pupil learned every fact presented that I was genuinely surprised when the trustees urged me to take the school for another year. As two of them were bachelors, who had not been near the school, I thought that they did not know what they were doing and declined their proposition, accepting a position in another school where there was a principal. It is gratifying now, however, to know that as a direct result of that first years' failure, two boys from it have attended the State University, and other children have continued their education in various schools.

After the two years' experience in country schools, I entered the Senior class at the State Normal in my home town, waiting on a boarding table for the amount of my expenses not covered by the appointment. In the spring of this graduation and the early summer following, I was urged by friends not to accept just any position; consequently, as fall drew near, I had no place to teach,—only good recommendations which could not be cashed. My face did not show as many years as did the family Bible records under my name, and responsible positions could not be trusted to a child. And, moreover, I was not so bold in press-

ing my claims as my preparation really warranted, because I was not sure that, were I a trustee, I should employ me.

But another school year was at hand, and what should I do? I was about to accept a fifty dollar grade position, when the suggestion came—I am not sure from what source—"Go to the State University." It happened that friends in whose homes I had visited that summer became interested in my ambition and offered to lend me money for continuing my education. Against my objections that I wished to remain independent, they argued that this was the quickest way to become independent, and it was to them, aside from their personal interest in me, a business proposition,—an opportunity for a good investment. Under the circumstances I decided to avail myself of their offer.

The goal set before me from childhood was Wellesley or Bryn Mawr. Some of my teachers in the Normal faculty, two of whom were Texas University graduates, had suggested the State University, as had some other friends; I was urged by a cousin, also, who was getting great benefit from his courses at the University. But, unfortunately, several young men from our town had been in the University from time to time, and had gained the reputation for "sporting;" this had prejudiced the minds of the strictest of our citizens, mistaken, as they were, in their argument from effect to cause. But I was a girl, and had in mind always this fact,—that I should probably always live in Texas, and to live that life successfully I should know Texans. Nowhere else could I learn to know Texans of my own age so well as at the University of Texas. This line of thought, seconded closely by considerations of economy, decided me finally.

These preliminary facts have been given in detail to show that Texas University for me was not an ambition of long standing, but that I merely "happened" to choose it; and yet the details show as plainly that the choice was not a "happen-so." At least, it is my pleasure to believe that the succession of causes and their results points to a force of wider vision than mere chance.

My matriculation week had its ills, as has every one's. I was given one less credit than a young man from my class who had barely made the normal work. I did not understand how to get a chance at advance standing, and in despair registered for work that I had studied since infancy, it seemed to me. I



was rescued by a former schoolmate, a teacher in Austin, who, on seeing my registration card, said, "You shall not take that work. Come with me." I went. We visited several of the instructors, who, after hearing my friend's statement of my preparation, gave me permission to take sophomore courses on trial. This admitted me to sophomore mathematics, German, Greek, and Latin. I am now a teacher of Latin and a lover of the classics, and yet the selecting of Latin and Greek for my Freshman year was another happen-so in my University life. I took with me to Austin a letter from a former teacher to Dr. Battle, who, I was told, was a good adviser. Owing to fear of hurting his feelings, I suppose, and to awe in the presence of the professor of Greek, when he asked me if I wanted Greek, I hesitated to suggest another subject. In regard to Latin, I explained that I had not studied languages for several years and I had decided not to undertake Latin and Greek both. "Latin will help you with the Greek," he said, setting it down without more ado. And finally the week ended. To excuse me for lack of proportion in this narrative one needs only to throw himself again into the mood of his own first University days and live again the matriculating freshman's "endless minutes" as they "slowly passed." Nor is the experience of little importance, being, as it is, one of the many required courses of the University for which no credit is given with grade A or D, but which are in the end, perhaps, the most helpful.

The year was a happy one for me. I learned to outline *Sweetness and Light* for Mr. Baskervill, and to classify purpose clauses for Miss Lavender; I read *Die Hochzeitsreise* with Miss Andrews, and in the tower-room learned irregular verbs for Dr. Penick and Dr. Battle. Then there was "three-deep" with Miss Aden and "voice culture" with Mrs. Kirby. I joined the Young Women's Christian Association and a Bible class, thereby keeping a fair balance of interests. Entering with full credits, I had towards my degree at the end of the year, as I recall it, ten and two-thirds courses; this record, of course, included the freshman work for which I earned credit by making the sophomore courses.

During my first year I caught the University enthusiasm, and, being eager to continue work while my energies were all alive, I decided to return to Austin for another year. My work continued with increasing success. Feeling that not quite so many

courses were at stake as there were in my freshman year, I began to take more interest in student activities, and, therefore, to make more friends. This second year I became a member of the Sidney Lanier Literary Society and of the Violin Club. At the end of the year I had added five and two-thirds credits towards my degree. There were then left only three and two-thirds to be made. After conferring with my friends and weighing all considerations, I decided that it was best to finish the work the following year. I secured a summer school in West Texas, which lasted three months and paid me one hundred and fifty dollars for the summer. After school hours I tutored a young man for entrance to the University, earning thereby enough to pay board.

Of my last year at the University I hardly know what not to say, for it was rich in experiences for me. I was now at a point where I could enjoy the language courses without being painfully conscious of noun and verb endings. Thus I was prepared to get the greatest benefit from the work. My courses being comparatively light, I taught two hours a day in the University Preparatory School, and tutored four young men through high school Latin, from the first year book through four books of Virgil. And yet there was time for recreation. That year brought to Austin several treats in music which it was my fortune to enjoy. I do not name them in order, but there were Madame Butterfly, Schumann-Heink, and Kubelik at the opera house, and in the University auditorium Bispham, Sembrich, and the Damrosch Orchestra. The Sidney Lanier Society and the Violin Club, too, were sources of pleasure, and Miss Blodgett was there with her series of wonderful talks. Another privilege that was mine during the year was that of living in Mrs. Kirby's home; only one who has been under the close influence of her great gentle spirit can know what a blessing the experience meant to me.

I can not pass from the influences in University life without a word about the Young Women's Christian Association. On my way to Austin for the first time, Miss Bailey, who was on the train, asked me whether I intended joining the Young Women's Christian Association. I answered, "I may if I have time," for the Association was merely a name to me. But I joined it the first week, and afterwards served on committees and in the

cabinet. To one who has watched this body of young women among the students, the Y. W. C. A. stands for an endeavor to hold the girls of the University close to the things most worth while,—scholarship, to be sure, but in addition, wholesome recreation, systematic management of time and money, friendships welded by usefulness, and love of the good and its author. And the Association, to a wonderful degree, is successful in its endeavor.

Such, then, are the main facts about my University life; as a result of good preparation and systematic studying, based on the careful instruction received, my report cards made a good showing, and I was elected to Phi Beta Kappa. I was offered a fellowship for the following year, but as the friends who were lending me the money had children whose education would soon begin, I decided to commence teaching immediately. Through recommendation of my instructors I was fortunate enough to secure a position in one of the State's largest high schools. In this school I have taught three years and have been elected for still another term.

And now for the dollars and cents! From time to time, as the amount of money borrowed began to creep into the hundreds, I became fearful and doubtful whether I had followed the best plan. I could see that the investment was safe, its economic basis being increased earning capacity, but, naturally, the question would come to mind, "What if something should happen to me?" I see now what would have saved me much anxiety; I should have borrowed money enough in advance to keep a life insurance policy paid up, to cover an amount at least as great as I should at the widest calculation be likely to need. As I had not followed that plan before, I invested part of my first month's salary in such an insurance policy. From my present viewpoint I consider my years in the University a success financially. I reckon from observation that a liberal average salary for me, if I had not attended the University, would be \$65 per month for nine months. For seven years, including 1911-12, at the rate of \$65, the amount of money earned would be \$4095. My salary since leaving the University runs as follows: \$900, \$945, \$1200, \$1300 per year (including 1911-12); total, \$4345. Thus, by the end of next year, I shall be \$240 "to the good." If one



thinks this not a fair method, that it is "counting chickens," let him consider results at the end of this year. At the \$65 rate, amount earned is \$3510; what has actually been earned, \$3045; \$465 behind. But it seems to me even a stronger argument to show that in one year there can be made a difference of \$465 plus \$240. So much, then, for a comparison of earning capacity; it means that three years at the University have fitted me to earn in four years \$240 more than I could have earned in seven years with my former earning capacity. This is very untechnical, for I have never made a study of economics, but my point, I trust, is clear. Stated from another viewpoint, I have calculated that I could not have saved in four year's teaching enough money to carry me through three years of University. All this, moreover, does not take into consideration the risk of getting tied down to teaching, getting into a rut, and, therefore, never going to the University at all.

I can not state what amount was spent by me for school purposes only; for my expenses ran at least eleven months a year, and there were outside calls to which I felt compelled to respond. The total amount borrowed was \$860,—more than one might expect, except for the considerations stated. For the same reason not all of this amount has been repaid, but the last payment will be made before the close of the next school year.

Eight hundred and sixty dollars seems a formidable sum to a young woman, and yet there is no great risk on either side, provided the borrower can offer as security a sound constitution, a healthy brain, a lively ambition, and enough self-pride to make her wish not to disappoint her family and her friends who have invested in her. If some economist shall argue me out of my position that I am a financial success, I shall offer this fact as a parting argument: I am pleased, who borrowed the money, and have now more friends and a greater capacity to enjoy and to help; my friends are pleased, who loaned me the money and have taken an interest and delight in my success as student and teacher; therefore, the parties of both parts, being pleased, are willing to remain undeceived as regards this particular business transaction.

But, seriously, I shall be more pleased if, after reading my experience, some girl may take heart to follow out her ambition, or some one with money will seize the nearest opportunity to



give such an ambition a fair chance, not as a matter of charity, but as a business investment with some returns,—of money, if you wish, but more surely of gratification at having helped some one in a healthy, practical way. There is far more risk financially in many a deal in futures transacted every day in our cities.



# THE UNIVERSITY OF TEXAS BULLETIN.

(Continued from inside front cover)

7. *Railroad Transportation in Texas*, by C. S. Potts. 214 p., 6 maps, charts. March, 1909. \$1.50.
8. *Crime and the Treatment of the Criminal*, by C. S. Potts. 86 p. May 1, 1910. 25 cents.
10. *Problems of Prison Reform*, by C. S. Potts. 40 p. December 8, 1910. 20 cents.
11. *Recognition of the Republic of Texas by the United States*, by Ethel Zivley Rather. 101 p. January 1, 1911. 75 cents.
12. *English Elements in Jonson's Early Comedy*, by Charles Read Baskervill, 328 p. April 8, 1911. \$2.50.

## MEDICAL SERIES

1. *Yellow Fever: a Popular Lecture*, by James Carroll. 32 p. June, 1905. 15 cents.
2. *The Care of the Insane*, by Dr. M. L. Graves. 16 p. 1905. 15 cents.
3. *The 1903 Epidemic of Yellow Fever in Texas and the Lessons to Be Learned from It*, by Dr. G. R. Tabor. 22 p. June, 1905. 15 cents.
4. *Further Experiments in the Use of Drugs as Stimulants in Accidents Occurring During Anaesthesia*, by O. H. Plant, 31 p. February 8, 1911. 25 cents.

## SCIENTIFIC SERIES

6. *Vegetation of the Sotol Country in Texas*, by W. L. Bray. 24 p., pl. June, 1905. 25 cents.
7. *Observations on the Habits of Some Solitary Wasps of Texas*, by Carl Hartman. 72 p., pl. July, 1905. 25 cents.
10. *Distribution and Adaptation of the Vegetation of Texas*, by W. L. Bray, 108 p., pl. map. November, 1906. 35 cents.
11. *A Sketch of the Geology of the Chisos Country*, by J. A. Udden. 101 p. April, 1907. 50 cents.
12. *The Clays of Texas*, by Heinrich Ries, 316 p., illus. pl. 1908. \$2.00.
13. *The American Mistletoe*, by H. H. York. 31 p., pl. 1909. 50 cents.
14. *Symptoms of Disease in Plants*, by F. D. Heald. Illus. November, 1909. \$1.00.
15. *Field Studies of the Behavior of the Lizard Sceloporus Floridanus*, by H. H. Newman and J. Thomas Patterson. 23 p., illus. December, 1909. 25 cents.
16. *The Austin Dam*, by T. U. Taylor, 85 p., illus. December 22, 1911. 75 cents.
17. *On the Electrostatic Effect of a Changing Magnetic Field*, by J. M. Kuehne. 15 p. January 15, 1911. 25 cents.
18. *Fauna of the Buda Limestone*, by Francis Luther Whitney. 54 p., illus. May 22, 1911. \$1.00.

To those who desire it a complete list of the publications of the University of Texas will be furnished. Requests for this or for Bulletins should be addressed to the University of Texas Bulletin, Austin, Texas. Exchanges should be addressed to the University of Texas Library.



# THE UNIVERSITY OF TEXAS

Co-educational.

Tuition Free.

**ANNUAL EXPENSES \$180 AND UPWARDS**

MAIN UNIVERSITY AT AUSTIN.

**COLLEGE OF ARTS:** Courses leading to the Degrees of Bachelor and Master of Arts and Doctor of Philosophy.

**DEPARTMENT OF EDUCATION:** Professional courses for teachers, leading to elementary and permanent certificates.

**ENGINEERING DEPARTMENT:** Degree courses in civil, electrical and mining engineering.

**LAW DEPARTMENT** (in its new building): Three-year course, leading to Degree of Bachelor of Laws, with State license; course leading to Degree of Master of Laws.

**SUMMER SCHOOL:** Regular University and Normal courses; seven weeks.

Session of 1911 begins June 18.

For catalogue, address

THE REGISTRAR,  
University Station, Austin.

**DEPARTMENT OF EXTENSION:** I. Correspondence Division, offering courses in various University schools, for which registration may take place at any time. II. Public Discussion and Information Division, through bibliographies and traveling libraries supplying information on current problems. III. Lecture Division, presenting members of the University Faculty in popular lectures, singly or in series.

For catalogue, address

THE DIRECTOR OF EXTENSION,  
University Station, Austin.

MEDICAL DEPARTMENT AT GALVESTON

Four-year course in medicine; two-year course in pharmacy; three-year course in nursing. Thorough laboratory training. Exceptional clinical facilities in John Sealy Hospital. University Hall, a dormitory for women students of medicine. For catalogue, address

THE DEAN, Medical College,  
Galveston.